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SHELBY COUNTY SCHOOLS INTERIM SUPERINTENDENT

90-DAY ENTRY PLAN

DESTINATION 2025

80%

of seniors will be
college-or career-ready

90%

of students will graduate
on time

100%

of college-or career-ready
graduates enroll in
post-secondary opportunities

Priority 1



Strengthen
Early
Literacy

Priority 2



Improve
Post-Secondary
Readiness

Priority 3



Develop Teachers,
Leaders &
Central Office

Priority 4



Expand High
Quality School
Options

Priority 5



Mobilize Family
& Community
Partners

VISION

- To ensure **Destination 2025** remains the primary driver of academic achievement
- To create a system that provides equity for all students
- To provide all school-based staff with the resources needed to best serve students
- To ensure all team members operate with the following:
 - A belief that all students can achieve
 - A sense of collaboration, teamwork and integrity
 - A sense of empowerment, commitment to the work, and a drive for innovation

GUIDING QUESTIONS

- How close are we to reaching Destination 2025?
- What long and short-term challenges must be addressed to ultimately reach our vision?
- How can we ensure SCS and its stakeholders are engaged in a common path forward?



Seven Next Steps Toward Destination 2025

ONE: Academic Equity and Action Plan

TWO: Social Emotional Learning

THREE: Culture Building

FOUR: Create “ Servant Leadership”

FIVE: Alignment of Resources

SIX: Footprint Proposal

SEVEN: District Office Transition

ACADEMIC EQUITY AND ACTION PLAN



ONE: ACADEMIC EQUITY AND ACTION PLAN

THE ACADEMIC EQUITY AND ACTION PLAN HAS FOUR KEY LEVERS

EQUITY:
reviewing
educational
policies,
practices and
programs across
SCS

**EARLY
LITERACY:**
promoting
natural
development of
skills to
promote literacy

HIGH SCHOOL:
outlining
specific
strategies to
improve high
school learning

**CORE
INSTRUCTION:**
focusing on
strategies,
curriculum, and
material to
support our
students and
teachers



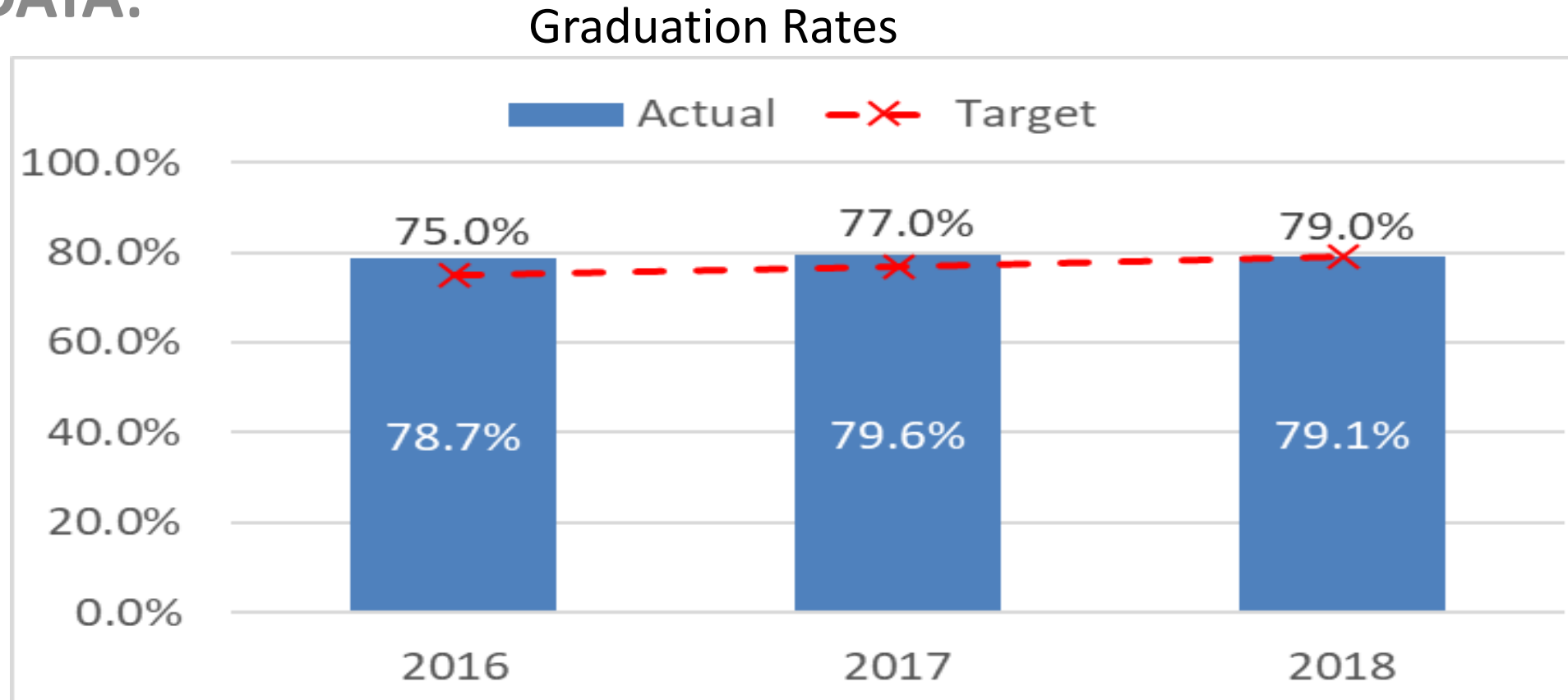
2018 DATA REVEALED:

- SCS improved from TVAAS Level 1 to TVAAS Level 2
- 58% of schools earned a TVAAS Level 3 or above, an increase from 36% in 2017
- TNReady End of Course (EOC) math proficiency rates increased by 2%
- Asian and White students average a 3 or above on AP exams

NOTE: AP exam performance determines whether students can earn college credit for their AP participation.

ONE: ACADEMIC EQUITY AND ACTION PLAN

THE DATA:

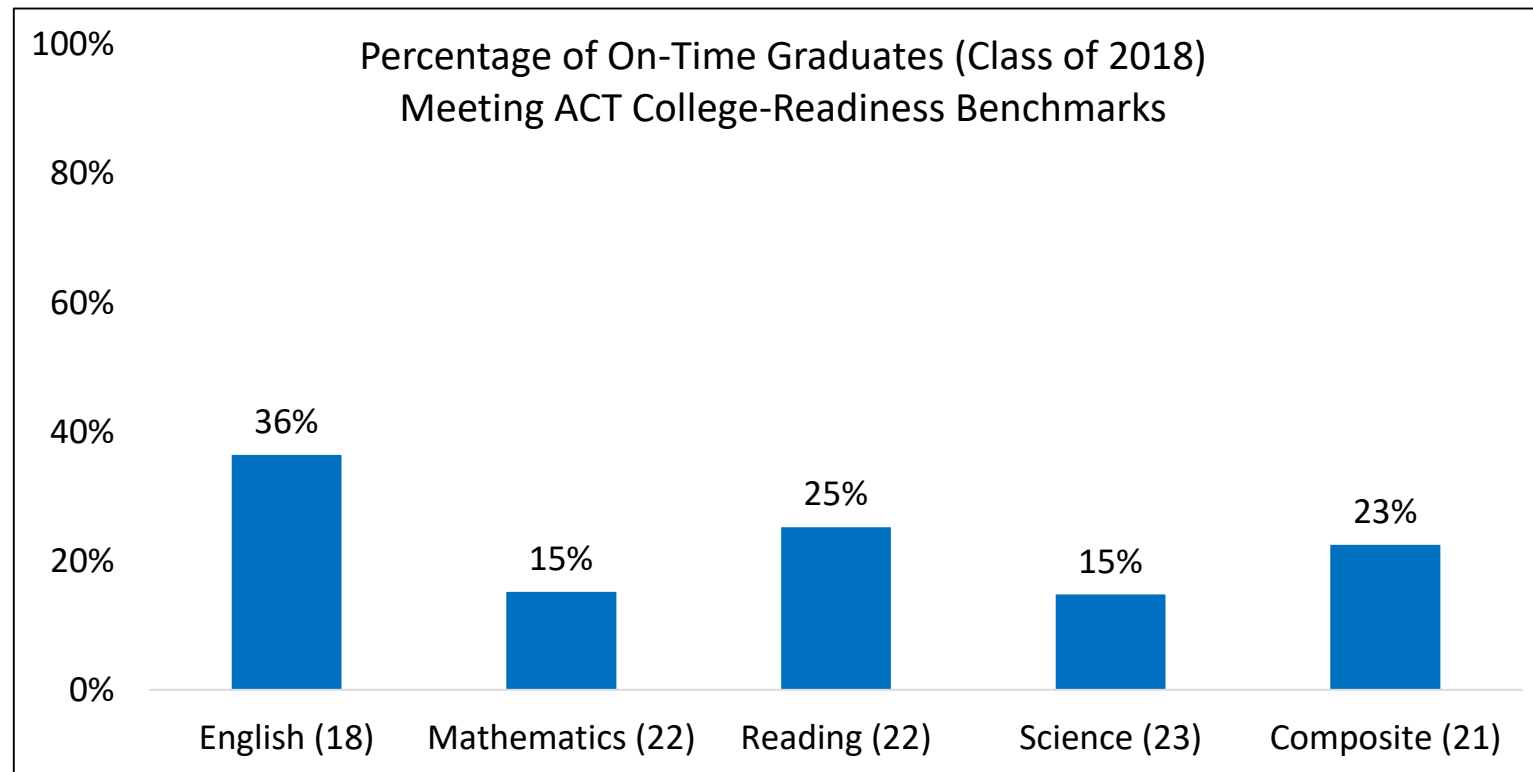


ONE: ACADEMIC EQUITY AND ACTION PLAN

THE DATA:

Only 23% of the Class of 2018 scored a **21 or higher** on the ACT.

College Readiness: Graduates

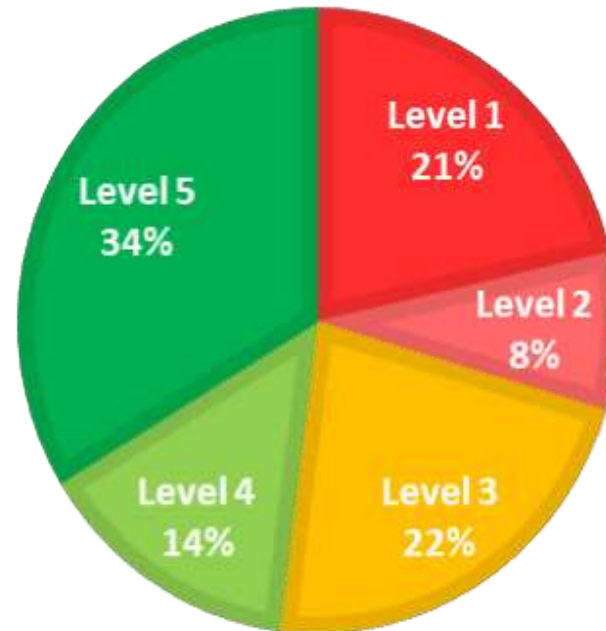


ONE: ACADEMIC EQUITY AND ACTION PLAN

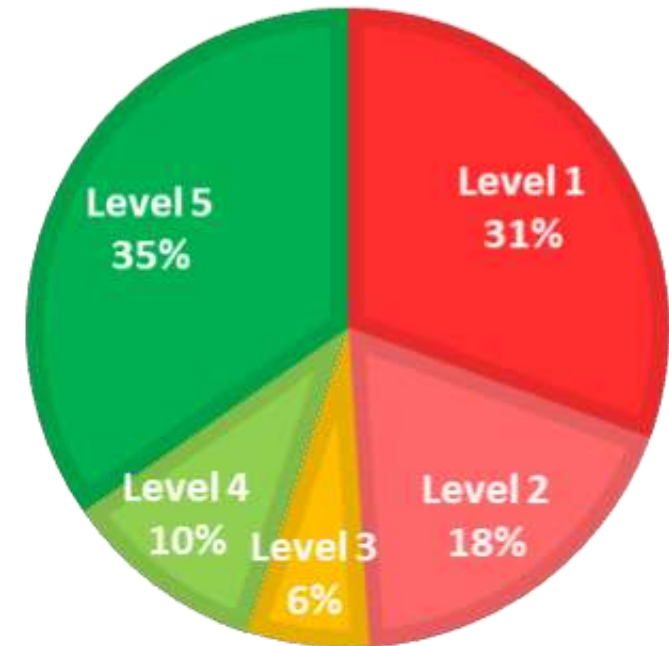
THE DATA:

In 2018, 70% of elementary schools and 51% of middle schools earned a TVAAS Level 3 or above.

ELEMENTARY



MIDDLE

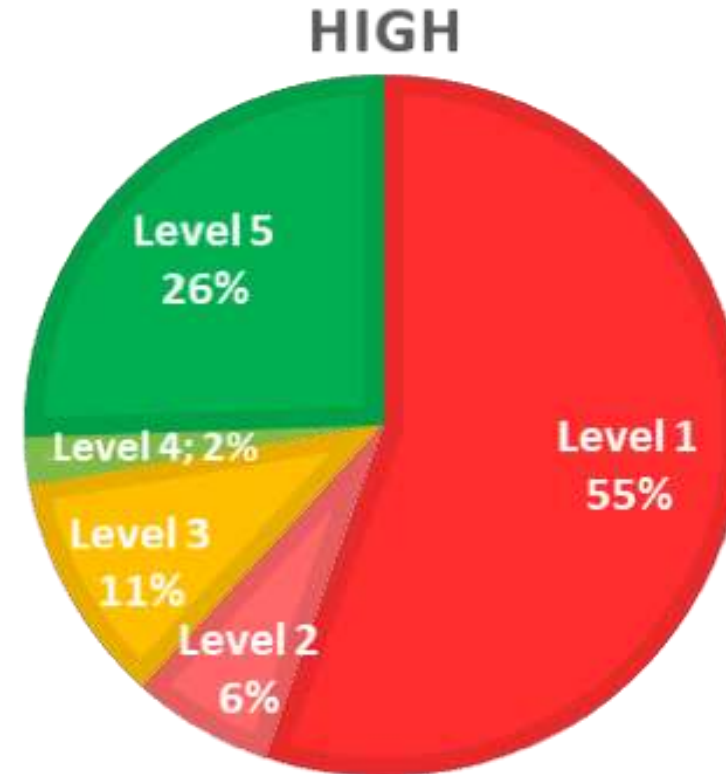


*Further context and details presented in the Academic Equity and Action Plan.

ONE: ACADEMIC EQUITY AND ACTION PLAN

THE DATA:

In 2018, **38%** of high schools earned a TVAAS **Level 3 or above**. The data reveals that a laser focus is needed in high schools.



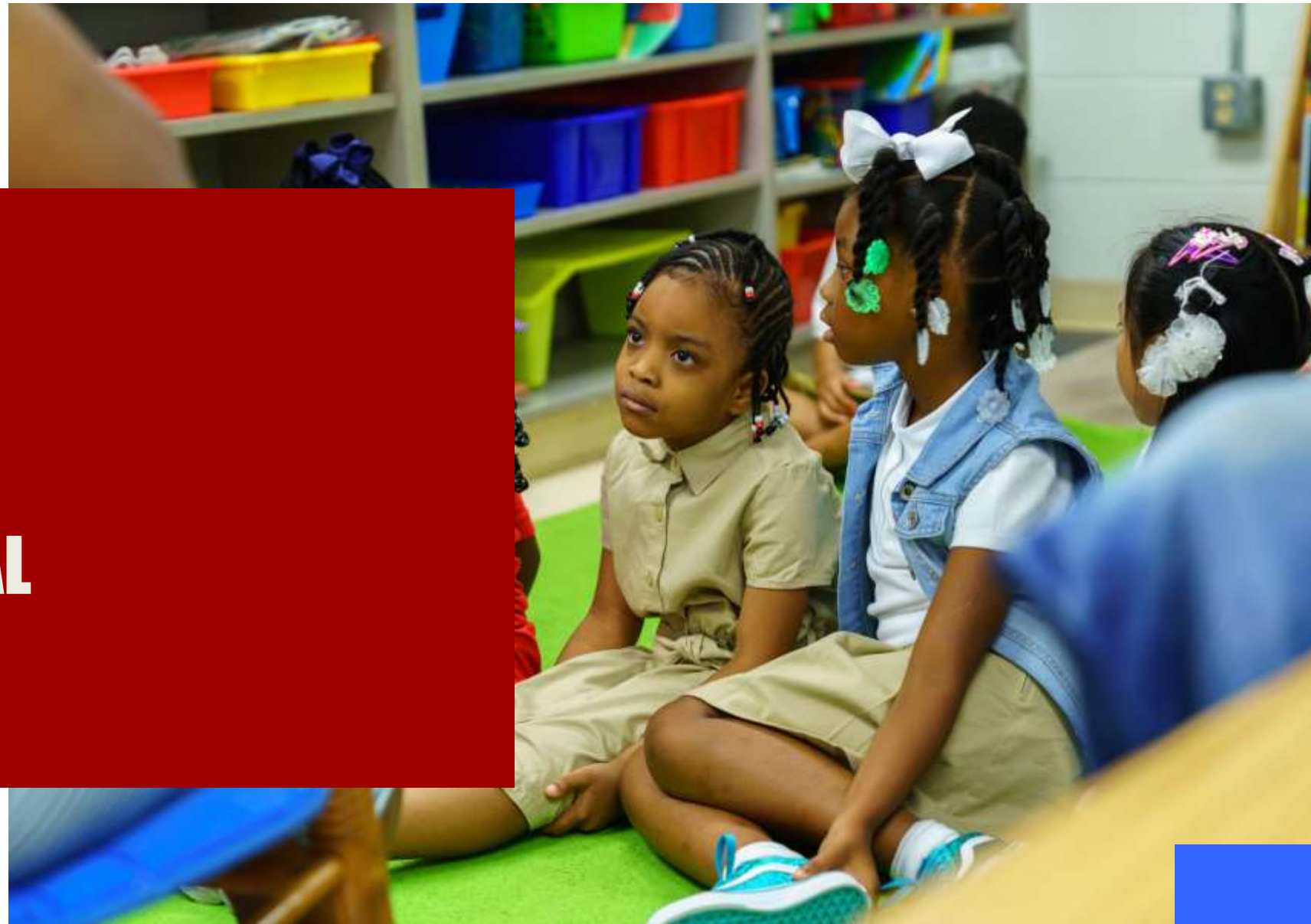
*Further context and details presented in the Academic Equity and Action Plan.

ONE: ACADEMIC EQUITY AND ACTION PLAN

NEXT STEPS:

- Finalize the plan with additional educator and community input
- Improve AP and Honors teacher training for each high school
- Restructure the iZone to provide more support to all SCS priority schools
- Create the *"Continuous Improvement Zone"* for schools exiting the iZone
- Introduce an ACT predictor exam aligned to targeted support
- Facilitate the hiring of adjunct teachers to teach EOC courses at select schools
- Recruit high school teachers in hard to staff areas
- Fund an additional ELA and Math coach at each high school
- Establish a universal phonics program for students in K-2nd grade, as well as providing support in second grade with teacher assistants

SOCIAL EMOTIONAL LEARNING



TWO: SOCIAL EMOTIONAL LEARNING

**PRIORITIZING
SOCIAL
EMOTIONAL
HEALTH WILL
HELP
STUDENTS
EXCEL**

Develop a
trauma
responsive
school district

Support a
variety of needs
including
Adverse
Childhood
Experiences
(ACEs)

Research
confirms the
benefits of
students with
strong social
emotional
health

TWO: SOCIAL EMOTIONAL LEARNING

THE DATA:

Twenty-five percent of children attending school have been exposed to a traumatic experience that can impact learning and/or behavior in a way that could cause classroom disruptions (2017).

Source:

National Child Traumatic Stress Network

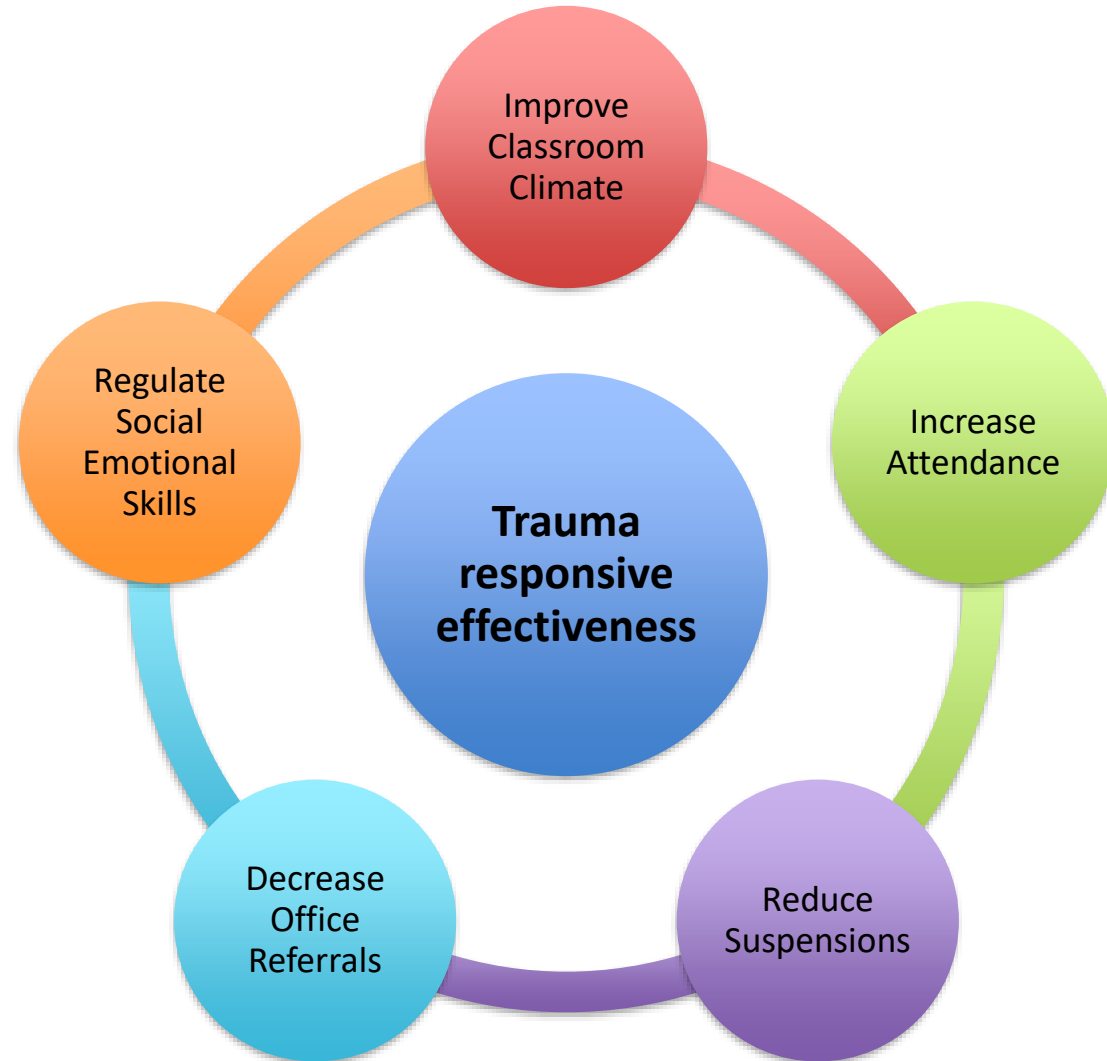
Currently, SCS has an approximate enrollment of 112,300 students which means almost **30,000** of our students are impacted by ACEs.

TWO: SOCIAL EMOTIONAL LEARNING

THE DATA:

All school and district leaders must know:

- The overall affects of ACEs
- How ACEs affect child development
- Effective practices that support the values of trauma responsive teaching and learning.



TWO: SOCIAL EMOTIONAL LEARNING

NEXT STEPS:

- Identify and implement professional development for all staff and School Board members focused on Adverse Childhood Experiences (ACEs)
- Fund additional counselors to better support schools with high-levels of social emotional learning needs
- Develop an information and awareness campaign to help our school community increase its knowledge about this issue

CULTURE BUILDING



THREE: CULTURE BUILDING

CULTURE BUILDING DISTRICT-WIDE

Establish a more respectful and positive culture centered on teaching and learning

Include the voices of students and teachers

Create a teacher pipeline for teacher assistants and substitutes

Ensure Central Office has dedicated committees with teachers as contributing members

THREE: CULTURE BUILDING

NEXT STEPS:

- Develop and implement communication protocols between the School Board and Superintendent/district
- Host teacher feedback sessions throughout the district
- Conduct meetings with Teacher Advisory Board, Principals' Association and Teachers' Union reps
- Engage school based staff and support teams to garner input and build trust

SERVANT LEADERSHIP



FOUR: SERVANT LEADERSHIP

**SERVE OUR
ULTIMATE
CUSTOMERS,
PARENTS
AND
STUDENTS**

Build trust
with parents
and students

Improve
community
awareness
about the
function of
central office

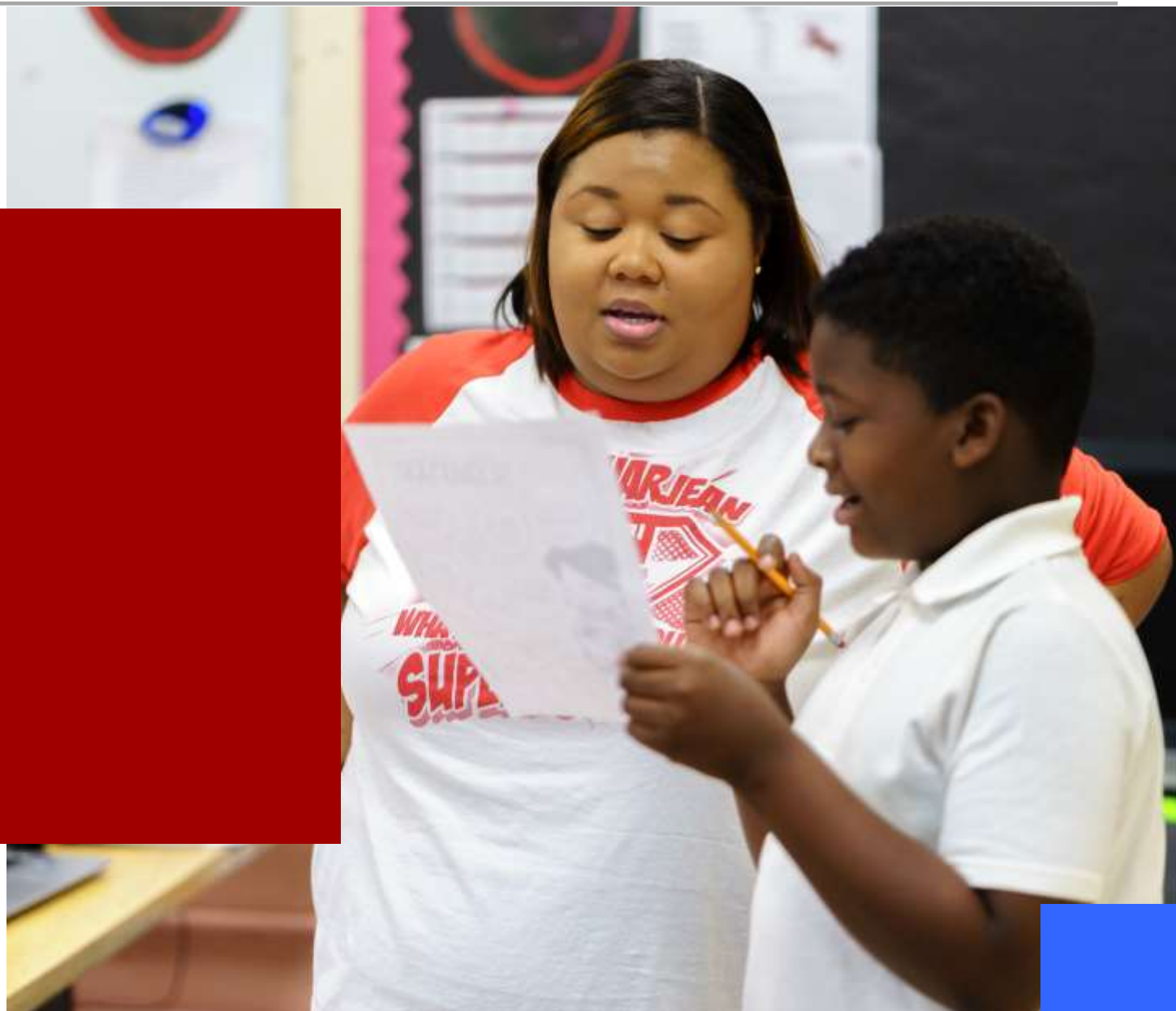
Refocus the
way we look
at our roles,
beginning
with the
central Office

FOUR: SERVANT LEADERSHIP

NEXT STEPS:

- Conduct servant leadership training district-wide, beginning with Central Office
- Lead and model initial development of *department-specific servant leadership* plans

ALIGNMENT OF RESOURCES



FIVE: ALIGNMENT OF RESOURCES

**EVERY CHILD
DESERVES
THE BEST
POSSIBLE
EDUCATION**

Tailor
educational
programming
to meet
student
needs

Utilize
resources
effectively
and efficiently

Restructure
resources to
meet our
schools'
unique needs

Redesign our
school
systems to
create the
conditions for
all schools to
succeed

FIVE: ALIGNMENT OF RESOURCES

NEXT STEPS:

- Conduct a review of financial projections, resource allocation and budgeting in collaboration with the cabinet
- In collaboration with the Deputy Superintendent, empower school leadership teams to better understand and identify their needs through SBB
- Equip central office to help schools better align their resources to address their specific achievement gaps, as well as align with district goals/strategies
- Develop a balanced budget for School Board and County Commission approval

FOOTPRINT PROPOSAL



SIX: FOOTPRINT PROPOSAL

**CREATE
MORE
EQUITABLE
PROGRAMS**

Ensure quality
of learning
environments

Improve
academic
programming

Maximize
building
utilization

SIX: FOOTPRINT PROPOSAL

THE DATA:

17,000 more seats than students

\$500 million in deferred maintenance

50 schools below optimal student enrollment

41 schools with a poor/low quality facility rating

69% of our schools have more than \$1 million in maintenance needs

3,025 students currently attend a school outside their community

SIX: FOOTPRINT PROPOSAL

NEXT STEPS:

- Develop a stakeholder engagement plan
- Organize a task force of education, elected officials, business and community leaders in Shelby County to thoroughly review the plan
- Organize a task force of SCS educators to identify the academic implications related to each proposed move

DISTRICT OFFICE TRANSITION



SEVEN: DISTRICT OFFICE TRANSITION

TRANSITIONING
THE DISTRICT
OFFICE TO
BECOME AN
SCS STAFF &
COMMUNITY
HUB

Improve
efficiency and
create stronger
opportunities
for
collaboration

Transform the
work
environment to
one that
stimulates
creativity and
innovation

Create a more
welcoming
place for all
staff, students,
parents and
community
members

SEVEN: DISTRICT OFFICE TRANSITION

POSSIBILITIES:

Possible options for
the new District
Headquarters

Create a one stop and welcoming
location for visitors

Increase support of minority vendors

Coordinate effective feedback from all
stakeholders

Establish a health and wellness wing

Provide meeting spaces for staff,
parents and students

SEVEN: DISTRICT OFFICE TRANSITION

NEXT STEPS:

- Develop a staff and community engagement plan to determine how we can take an innovative approach to enhance the features and functionality of new building to meet the needs of all of our stakeholders and build excitement about the new SCS Headquarters.
- Engage community and business leaders to assist our facilities team in thinking through the transition plan.
- Develop rebranding plan for Central Office.



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LEADERSHIP PLEDGE

“We will put the best interest of students first, actively listen and be transparent in our decision-making process.”